Caring and Respectful Schools

A Shared Responsibiltiy

Bullying Prevention

Bullying

- "A person is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more persons." (Olweus, 1991)
- "Bullying is longstanding violence, physical or psychological conducted by an individual or a group and directed against an individual who is not able to defend himself in the actual situation." (Roland, 1989)
- "Bullying is when one person uses power in a willful manner with the aim of hurting another individual repeatedly." (Garrity et. Al. 1997)
- Bullying is the willful conscious desire to hurt another and put him/her under stress." (Tattum, 1998)
- A bully is anyone who uses a position of relative power to direct negative intent against another person." (Cox)

Bullying

- ☒ Power imbalance
- ☒ Bully's intent to harm
- ☒ Victim's distress
- ☒ Repeated over time
- ☒ Reputations and power differential consolidates over time

Bullying
Myth or Fact?

- Both boys and girls bully but tactics differ.
- Bullies are not anxious and have positive self-images.
- Bullies are not loners.
- Bullies tend to be at average or slightly below average academically.
- Bullies come in all sizes.
- Bullies lack compassion.
- Bullies value the reward they receive from aggression.
- There is no main reason.

Adapted from Bully-Proofing Your School.: A Comprehensive Approach for Elementary Schools (Second Edition), 2000

Bullying
Myth or Fact?

- Returned aggression is not usually effective.
- Requesting adult intervention will help equalize the power imbalance.
- When bullies are confronted their power is defused.
- Teachers can learn to handle a bully.
- Bullies can separate home from school.
- Bullying behaviour requires specific intervention techniques.
- It is not good to bring parents of the bully and the victim together.

Adapted from Bully-Proofing Your School.: A Comprehensive Approach for Elementary Schools (Second Edition), 2000

Bullying
Myth or Fact?

- The cycle of victimization can be broken.
- The responsibility for the aggression is the bullies.
- Students with special learning needs may be at greater risk of being bullied.

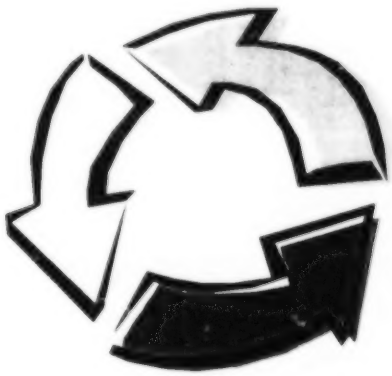
Adapted from Bully-Proofing Your School.: A Comprehensive Approach for Elementary Schools (Second Edition), 2000

Research on Bullying

- 20-35% of children report being involved in bullying
- 73% of teachers report they usually intervene
- 25% of students report that teachers intervene
- bullying generally hidden from adults
- children under-report bullying
- 75% of bullies are boys
- bullying peaks in 11-12 age group
- common locations are playground, hallways, classrooms, lunchrooms and washrooms
- bullying not influenced by socioeconomic status

Bullying Cycle

- Tends to start off tentatively
- incidents may be playful
- victims succumb and are submissive
- incidents escalate from criticism to name-calling and taunting to personal attacks
- in response the victim changes and becomes more accepting and submissive
- rough and tumble play gives way to slapping and punching, kicking and
- attacks become more systematic as the victim becomes scapegoated



Forms of Bullying

Physical

Verbal

Relational

Reactive

Indirect Bulling

- name-calling
- taunting
- rumor
- gossiping
- arguing
- withdrawing friendship
- silent treatment
- exclusion

Direct Bullying

- shoving and poking
- throwing things
- taking things
- slapping and hitting
- punching and kicking
- beating

Normal Conflict Vs Bullying

Normal Conflict

- Equal power-friends
- Happens occasionally
- Accidental
- Not serious
- Equal emotional reaction
- Not seeking power or attention
- Not trying to get something
- Remorse-take responsibility
- Effort to solve the problem

Bullying

- Imbalance of power; not friends
- Repeated negative actions
- Purposeful
- Serious-threat of physical harm or emotional or psychological hurt
- Seeking power, control
- Trying to gain material things or power
- No remorse-blames victim
- No effort to solve the problem

Bullying is...

Sounds Like ...	Looks Like ...	Feels Like ...

What did you do?

What do you wish you had done, or wish someone else had done?

Adapted from Bully-Proofing Your School. Bonds & Stoker, 2000

Understanding the Victim

- Victims are not randomly targeted
- tend to be anxious, insecure and lacking in social skills
- usually a loner and isolated from the group
- may be small or physically weak
- cry easily and nonassertive
- may have a physical or learning disability

Understanding the Bully

- Strong confident, impulsive and aggressive
- low verbal intelligence and school achievement
- same age or slightly older than victim
- family dysfunction
- not empathic or remorseful
- bullying = thrill, power, control
- violence OK way to solve conflict

Clues for Teachers

- Watch for children:
  - being teased
  - picked on or pushed out of line
  - having possessions taken
  - playing alone or chosen last
  - hanging close to teachers
  - avoiding going out for recess
  - appearing anxious in class
  - unhappy, tearful, depressed
  - letting school work slide

Teachers can...

- ✓ Take a public stand about the rights of children
- ✓ respond decisively to aggression and victimization
- ✓ discuss and clarify the meaning of aggression and its effects on others
- ✓ help the victim make friends
- ✓ teach friendship and social skills
- ✓ role play to build skills
- ✓ break up fights immediately and enforce consequences
- ✓ talk to parents and alert them them of the problems

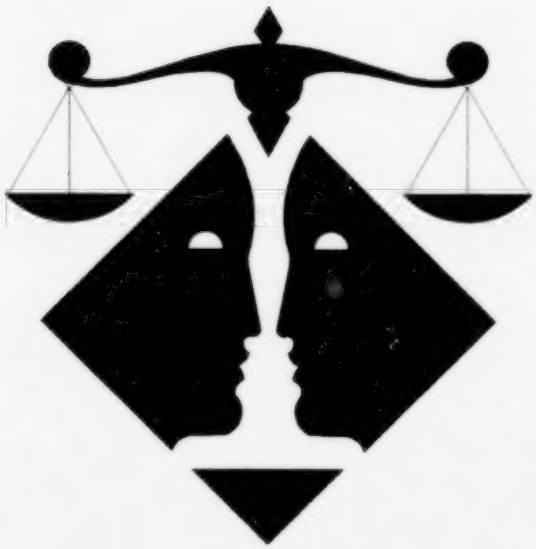
Intervening with Bullies

(Focus on Bullying B.C Safe School Centre, 1998)

- Describe and Respond
- Confront and Prohibit
- Report and Refer

Power is ...

Power is the degree to which a person is able to influence processes, people and outcomes of events of importance in their lives



Power and Control

- Power is central to all social relationships
- We all need power for self-esteem
- Power used positive and negative ways
- Power is difficult to measure
- Power-imbalances harm and destroy relationships
- People seek to balance perceived or real power inequities

Sources of Power

- Expert/Information
- Resource/reward
- Formal authority
- Habitual/precedent
- Moral
- Personal
- Associative

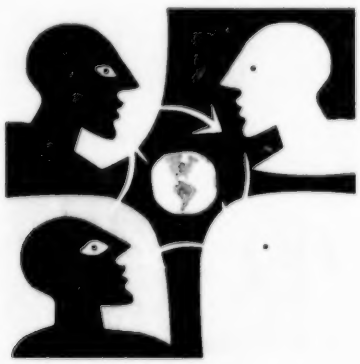
Power and Control

- What sources of power and influence do I have in my role at school … in the community?
- What sources of power or influence do students have at school … in the community?

How do I balance my power and influence in my daily interactions with students and others?

A School Community Plan: getting started

- General recognition by the school community that bullying is occurring at the school
- Belief that bullying and victimization has serious consequences
- Optimism regarding the outcome for a school/community wide policy and practice directed toward reducing bullying



School-Wide Plan... the benefits

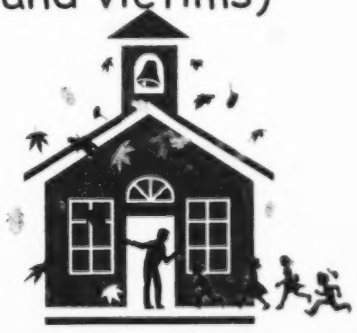
- Collaborative
- is proactive not punitive
- creates a shared understanding about bullying and its affects
- assists a school community with the skills and language to respond
- provides a framework for action
- directs an array of interventions

Anti-bullying Policy

- Strong school stand against bullying
- Clear, concise definition of bullying
- Strong statement about the rights of children
- Responsibilities of witnesses of bullying
- Schools response to countering bullying
- An evaluation plan

A School/Community Plan

- ☐ From a committee of members of the school community
- ☐ Become familiar with current research
- ☐ Be sensitive to the current situation by collecting data
- ☐ Analyze and share the information with the school community
- ☐ Educate the school community about bullying
- ☐ Consult widely and formulate clear goals and a policy for the school
- ☐ Develop a comprehensive school/community-wide plan
- ☐ Explore local solutions with school community
- ☐ Establish a communication plan
- ☐ Track "at-risk" children (bullies and victims)
- ☐ Evaluate your plan regularly



Questions to Ask?

(Rigby, 1998)

How often are children bullied at school by peers?

What is the frequency of different forms of bullying occur?

Where, when, and in which years or classes does bullying take place most often?

How often are students bullied by individuals and by groups?

Are there bullying gangs operating at the school?

How safe do children feel at the school?

How often do children take part in bullying others?

How do children react to bullying? What are their feelings after being bullied?

Do they tell others? Whom do they tell?

To what extent do children want help with the problem of bullying?

What proportion of students what to talk about what can be done about bullying?

School / Community Action Plan

- What factors do you think influence student behaviour at school … in the community?

- What organizations or community groups could help in addressing the issue of bullying?

How are you going to apply what you have learned today?

How do you feel about what you have learned today?

What actions can we take as a school community to address the issue of bullying?

Intervening with Bullies

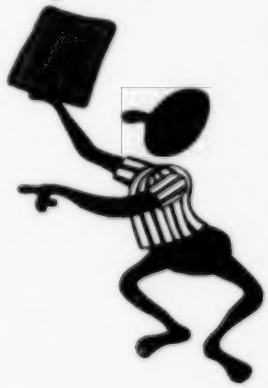
(Focus on Bullying B.C Safe School Centre, 1998)

- Describe and Respond
- Confront and Prohibit
- Report and Refer

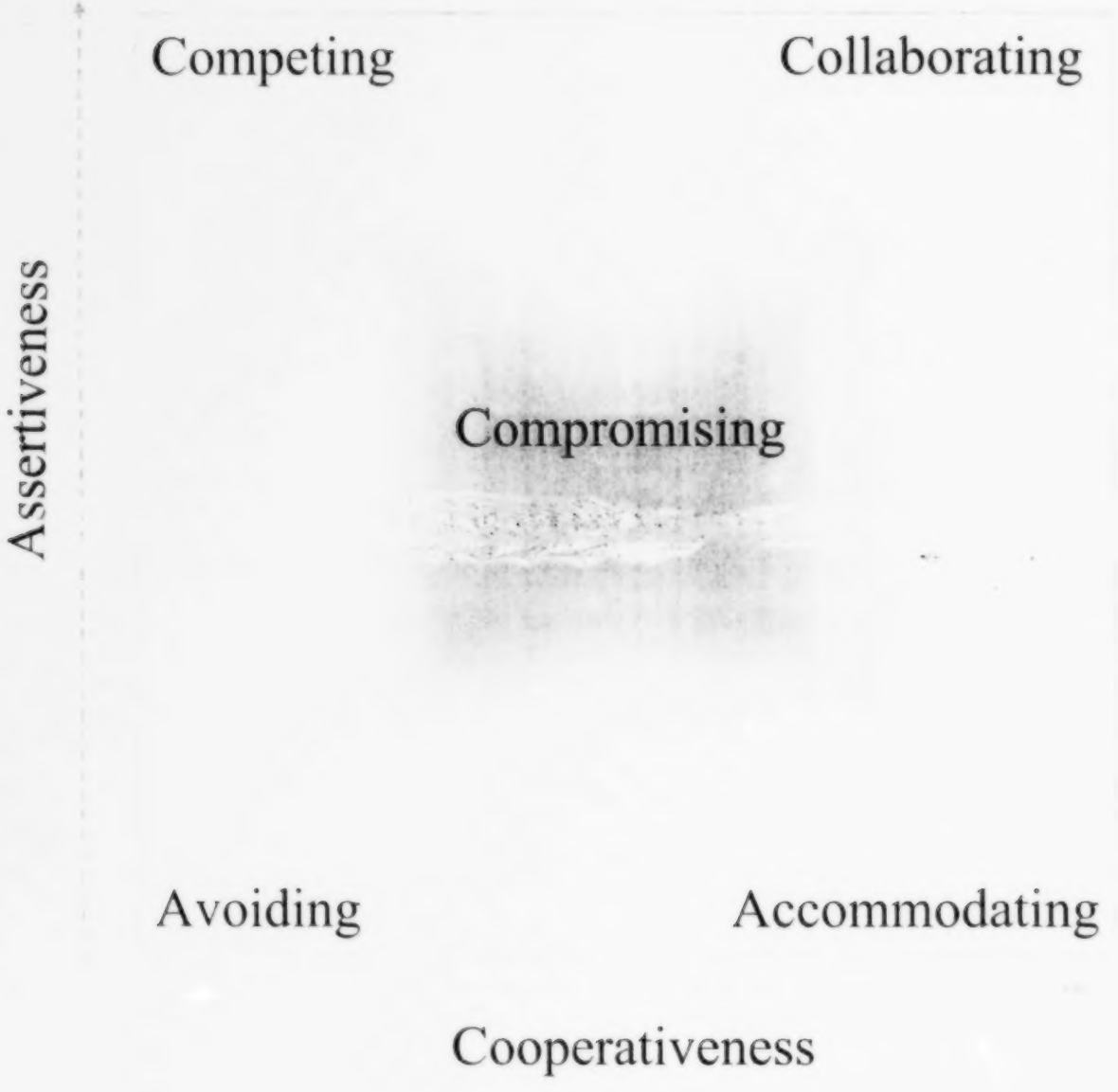
Intervening with Bullies

(Focus on Bullying B.C Safe School Centre, 1998)

- Describe and Respond
  - describe behaviour in terms that are clear and direct
  - point out the impact on the others
  - remind student of behavioural expectations
  - impose a social learning / restorative intervention
- Confront and Prohibit
  - confront the student about the behaviour
  - tell student behaviour is not allowed
  - impose a school sanction
  - impose a social learning / restorative intervention
- Report and Refer
  - document the incident
  - refer to school support or community agency



Conflict Management Inventory



Understanding the Victim

"The child's crime is looking or acting differently" (Zazour, 1999)

According to Olweus, the victim is likely to:

* be anxious, insecure, cautious, sensitive and quiet
* socially immature, lack in social skills and fails to pick up on social cues
* a loner with few friends
* isolated from the group, tends to nurse wounds in private
* small or physically weak or has some physical difference
* may have a physical or learning disability
* cries easily, submissive to the bully
* may have a over-protective mother, critical, uninvolved father or domineering sibling

Understanding the Bully

Bullies of the past used to be known troublemakers from troubled homes on the other side of the tracks ... today's bully knows no boundaries (Zarzour, 1999)

Research suggests the average bully probably is:

- strong, confident, impulsive
- of low verbal intelligence and does not do well in school
- same age or slightly older than his/her victim
- aggressive with everyone: peers, parents, teachers, siblings
- from a family that is neglecting, hostile or ineffective
- a child whose father is aggressive and uninvolved
- surrounded by a group of like-minded, easily swayed peers
- not empathetic to his victim and shows no remorse
- interested in bullying for the thrill, power and sense of control
- may think violence is an OK way to solve problems

Victimization: Clues for Teachers

(Olweus, 1993)

- Watch for children:
  - ⇨ teasing one particular child
  - ⇨ being picked on or pushed out of line
  - ⇨ being outmatched in quarrels or fights
  - ⇨ having their possessions taken
  - ⇨ playing alone or picked last for a team
  - ⇨ hanging around teachers at recess
  - ⇨ hiding to avoid going out for recess
  - ⇨ appearing anxious in class
  - ⇨ appearing unhappy, tearful or depressed
  - ⇨ letting their school work deteriorate

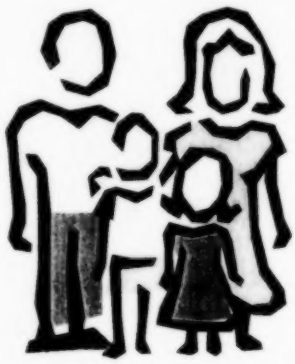
Victimization: Clues for Parents

(Olweus, 1993)

- somatic complaints (headaches, nausea)
- fear of going to school
- school work problems
- Torn clothing or damaged possessions
- missing toys or belongings
- unexplained injuries and or a reluctance to talk
- withdrawal (quiet, sullen, daydreaming)
- lacking or losing friends
- restless or disturbed sleep
- appearing unhappy, sad or depressed
- being difficult and argumentative
- stealing money or requesting money for no reason

Parents can ...

- ✓ Actively support your child
- ✓ model respect, understanding and non-aggression
- ✓ encourage talk about school and friends
- ✓ help build your child's confidence
- ✓ teach increased responsibility
- ✓ avoid overprotecting your child
- ✓ help your child acquire better social skills
- ✓ report victimization to the school
- ✓ assert your child's right not to be harassed
- ✓ talk with your child's teacher
- ✓ ask to see a copy of the school's values statements(code of conduct) or policy on bullying



Myth or Fact

- Complete the following questions based on your current knowledge.
- Determine whether each of the following statements is a "Myth" (M) or a "Fact"(F).
- Answers will be given, but first, discuss your responses in your group.

Research says...

(Ziegler & Ronenstein-Manner, 1991)

- 35% of children engaged in bullying problems once or twice in the school term
- 20% were victims, 15% bullies
- common locations-playground, hallways, classroom, lunchrooms, and washrooms
- most bullies are boys (75%)
- bullying peaks in age group 11 to 12 years old
- 38% of special education students vs 18% of other students reported being bullied
- 24% of students reported race-related bullying
- 24% of students and 71% of teachers reported that teachers intervened often or almost always

Research says...

Pepler, Craig, Zeigler & Charach, 1997
(Canadian)

- 20% of children gr. 1-8 report being involved in bullying (as a bully or victim)
- 73% of teachers report they usually intervene
- 25% of students report that teachers usually intervene

Research says...

(Olweus, 1993)

- 15% of children in Norwegian schools engaged in bullying problems
- 9% as victims and 7% as bullies
- % of students bullied decreases as they advance through school
- incidence of bullying not influenced by socioeconomic status of family, housing, level of education, size of class or school
- boys are more likely to be bullies and victims
- 25% of adults identified by peers at age eight as bullies have criminal records

Research says...

(Craig & Pepler,1995)

- 404 bully episodes occurred during 52 hours of taping children in two Toronto schools
- typical occurrence lasted relatively short time (37seconds)
- 79% of episodes were direct bullying, 18 indirect and 3 both
- 90% of incidents involved one bully and 92% one victim
- 72% of incidents were by boys and 28% by girls
- between 26 and 33% of children in school bullied 19and 22% of the other children
- school staff were visible in 17% of incidents and intervened in only 4% of episodes
- peers intervened 11% of time
- 2% appeared racially motivated